

Name _____

Student Friendly Reading Comprehension Targets

Level	Ways of Thinking	Level	Ways of Thinking	Level	Ways of Thinking
	Connecting (Red) Thoughtful readers notice pieces of text that relate to, or remind them of, their lives and background knowledge.		Drawing Inferences (Orange) Thoughtful readers combine background knowledge and textual information to draw conclusions and interpret facts.		Questions (Blue) Thoughtful readers ask questions and pursue answers of the author, themselves, and the text.
Level 1	I can make a connection.	Level 1	I can make an inference.	Level 1	I can ask questions to help understand surface meaning.
Level 2	I can make a connection and relate it back to the text.	Level 2	I make realistic inferences supported by text evidence, life experience (connection), or prior knowledge. I use background knowledge and understanding of context to infer information not given.	Level 2	I can ask open-ended ("how" and "why") questions to deepen understanding of text.
Level 3	I can make T-T/T-W connections and cite supporting evidence within the text.	Level 3	I can confirm, revise and/or reject inferences and support them using textual evidence, author's style, genre, or connections.	Level 3	I can pose questions and pursue answers (research) to extend learning beyond the text.
Level 4	I can use connections to enhance meaning, evaluate, and form interpretations of the text.	Level 4	I can use multiple inferences within a text to enhance meaning, evaluate, and form interpretations.	Level 4	I can create and answer essential questions to enhance meaning, evaluate, and form interpretations of the text.
Level	Determine Importance (Yellow) Thoughtful readers use text features and structures to identify big ideas and diminish focus on less important details.	Level	Predicting (Orange) Thoughtful readers continually wonder about the text using text clues and background knowledge to think about what might come next.	Level	Self-Monitor and Self-Evaluation (Purple) Thoughtful readers use an inner voice to evaluate their understanding of a text and apply strategies to enhance comprehension.
Level 1	I recall some of the events, people, and places in the text.	Level 1	I can make a prediction.	Level 1	I am aware of my understanding while reading.
Level 2	I use text structure and text features to distinguish important information from unimportant information.	Level 2	I can make logical predictions supported by text evidence and background knowledge.	Level 2	I can identify ineffective strategies and apply effective strategies to support my understanding.
Level 3	I use text dependent questions to identify and distinguish between main ideas and details.	Level 3	I can make, confirm, revise, and reject predictions and support them using textual evidence, author's style, genre, or connections.	Level 3	I can match strategies to support my learning preference, specific text structures, and purpose for reading.
Level 4	I identify the relationships between ideas to move to a deeper understanding of text.	Level 4	I can use predictions within a text to enhance meaning, evaluate, and form interpretations.	Level 4	I can evaluate the effectiveness of strategies, recognize how I have improved as a reader and where I still need to grow.

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Level	Ways of Thinking	Level	Ways of Thinking	Level	Ways of Thinking
	Synthesis (Green) Thoughtful readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations from a variety of sources.		Visualization (Brown/Maroon) Thoughtful readers can create graphic representations or mental imagery from the text.		Vocabulary (Considered Part of Background)
Level 1	I can organize information from multiple sources	Level 1	I can create/act out/describe a visual image from the text.	Level 1	I recognize words key to the text that I don't know that impact my comprehension.
Level 2	I can identify the big idea from multiple sources.	Level 2	I can find details in the text to support the visual image.	Level 2	I use multiple resources to help understand unknown key words including prior knowledge and reference sources (synonyms/antonyms/ similar word forms/ definitions).
Level 3	I can transfer the big idea from multiple sources to create enduring understandings.	Level 3	I can confirm or revise a visual image using additional text support.	Level 3	Recognize roots and affixes to understand word and parts of words (beginnings, middles, and ends)
Level 4	I can synthesize information from multiple sources to enhance meaning, evaluate, and form interpretations beyond the text.	Level 4	I can explain how the process of visualization enhances meaning and helps to evaluate and form interpretations.	Level 4	Use context clues in the same sentence, the sentences before or after, or the whole passage to discover the meaning of words (synonym, antonym, definition, example, gist clues)
	Evidence		Evidence		Evidence

Original Assessment Instrument Created by Janell Cleland, Carol Porter-O'Donnell, Mike Egan, Jennifer Franco, Ed Solis, Dennis Szymkowiak, and Jodi Wirt from Mundelein High School (1992). Revisions Made by Janell Cleland, Sara Morris, and Carol Porter-O'Donnell from Deerfield High School (2007). Revisions made by Jodi Wirt and Stacie Noisey Lake Zurich CUSD 95 (2010).

Based on the work of Ellen Oliver Keene.